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ABSTRACT

This workshop facilitator manual was developed for use in conducting a sexism-awareness workshop for home economic teachers. Section 1 provides an introduction to the manual, objectives of the workshop, format of the manual, and a suggested time schedule and group size for each activity. The second section provides instructions for conducting the workshop activities: introductory slide presentation of sex bias, five group activities, and administration of three assessment instruments. The five activities are "The Exchange" (meet other members of the subgroup and discuss media presentation), "A Closer Look" (describe and compare the way females, males, and healthy well-adjusted adults are perceived), "Taking Stock" (identify and examine personal attitudes and the attitudes of others relating to the role of men and women), "What a Difference a Word Makes" (identify personal sex bias and those biases projected in textbooks and other education resources), and "Building Our Image" (identify class behaviors that perpetrate, minimize or eliminate sex bias and stereotyping). Copies of activity handouts and assessment instruments are provided in section 3. The three instruments used are sexism awareness instrument, Current Behavior Practices Questionnaire, and Personal Commitment. (Also available is the project final report, CE 018 811.) (JH)

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STAMP OUT SEXISM:

A TEXAS AWARENESS PROJECT

Submitted to

Department of Occupational and Technical Education
Texas Education Agency

as part of a project entitled

"The Development and Pilot Testing of a Model to Create Awareness of Sex Bias and Sex Stereotyping in Vocational Education"

Contract Number 78230176

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CE 018 812

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Sincere appreciation is extended to the many people who contributed to the development and preparation of the contents of this workshop manual. Three graduate students at The University of Texas at Austin, Jaylie Longbotham Beckenhauer, Missy Pettit, and Patsy Jones Harrison, worked as research assistants on the project. Their ideas and suggestions were extensively used in developing and revising the materials. Terry Masters and Glee Bentley graciously shared materials they had developed, as well as other resources. In addition, they served as members of a panel of experts, along with Margaret Lindsey and Dr. Eddye Morgan, to validate the assessment instruments. The forty-two persons who participated in the pilot testing of the materials contributed their evaluations of the activities and gave invaluable suggestions for the improvement of the workshop. Ingrid Huskey and Criss McCuller typed the materials and assisted in all aspects of the production of this manual.

All who have participated in this project share the hope that these materials, despite their limitations, will assist in creating awareness of sex bias and sex stereotyping.

Wilma P. Griffin
Project Director
July 1978

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DESCRIPTION

INTRODUCTION

In our society, there is general agreement that schools should provide the type of educational opportunities that will enable students to develop to their fullest potential. In the past, with some exceptions, it was assumed that schools were doing a reasonably good job educating both males and females for their respective lives. The passage of Title IX which forbids discrimination on the basis of sex, however, prompted people to take a closer look at the equality of educational opportunities for both sexes. A more recent law, Public Law 94-482, specifically directed states to address the issue of sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking).

Sex bias and sex stereotyping are not easily identified. Although some forms are overt and even flagrant, others are subtle and the result of tradition and/or long-standing discriminatory practices. The premise of this project is that persons cannot change sexist attitudes and behaviors until they are aware that they exist.

The purposes of these workshop materials are: (1) to help vocational educators become aware of evidence of sex bias and sex stereotyping in materials and resources they may use in their classrooms, and (2) to help them identify their own biases and stereotypical attitudes and behaviors.

These materials have been developed specifically for homemaking teachers. Examples used in the assessment instruments and in the activities have been taken from the homemaking classroom. The reason for designing the workshop for a specific group is based upon the theory that persons will more readily become aware of the subtle evidence of sexism if they can easily relate to the information which is presented. Homemaking teachers have been chosen as the target group because programs of homemaking are specifically mandated by Public Law 94-482 to eliminate sex bias and sex stereotyping and because the project director and major consultant are home economics educators.

These materials are not limited to use with homemaking teachers. The assessment instruments and activities may be used as they are presently designed, or the examples may be changed or adapted for other audiences.

OBJECTIVES

At the conclusion of the workshop, each participant will be able to:

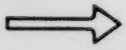
- describe and contrast the way females, males and well-adjusted adults are perceived.
- compare the description of self to the descriptions of males, females, and well-adjusted adults.
- identify and examine personal attitudes related to the roles of men and women.
- identify and examine the attitudes of others related to the roles of men and women.
- identify the ways sex bias and sex stereotyping are projected in textbooks and other educational resources.
- identify personal behaviors/practices based on sex bias and sex stereotyping.
- identify classroom behaviors/practices that perpetuate sex bias and sex stereotyping.
- identify classroom behaviors/practices that minimize or eliminate sex bias and sex stereotyping.

FORMAT OF FACILITATOR MANUAL

The Stamp Out Sexism workshop is composed of seven parts. The introduction and conclusion involve all participants in one large group. The remaining five activities are designed to be directed by a facilitator working with groups of 25-30 participants. This Facilitator Manual contains all the information needed to conduct the workshop.

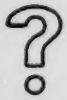
The objectives for each activity are given first, followed by a suggested time frame and a list of materials needed for the exercise. Instructions are printed next. They include complete directions with suggestions for dialogue.

Symbols have been placed in the margins to guide the facilitator in knowing what to do for the various parts of the activities.



Indicates directions for the facilitator. These instructions explain how to lead the activity.

Indicates when the facilitator will be talking and gives suggestions for what to say.



Indicates questions to use in leading the discussion.

Examples of handouts which are to be used with the various activities are in the "Handouts" section of the Facilitator Manual. Also, included in that section are copies of the assessment instruments.

ORGANIZATION OF THE WORKSHOP

The Stamp Out Sexism workshop will take four and one-half to five and one-half hours to complete. It can be conducted in one day, or it can be divided into two or three parts. Some of the activities involve all participants in a large group; others should be conducted in small groups of 25-30 participants. A suggested time schedule and group sizes for each activity are listed below:

Activity	Time	Group Size
Introduction		All participants
Overview of Workshop	10 min.	
Pre-Assessment	20 min.	
Current Behavior Practices	10 min.	
Description of Self	5 min.	
Media Presentation	20 min.	
The Exchange	30 min.	25-30 participants
A Closer Look	30-45 min.	25-30 participants
Taking Stock	30-45 min.	25-30 participants
What a Difference a Word Makes	30-45 min.	25-30 participants
Building Our Image	45-60 min.	25-30 participants
Conclusion		All participants
Post-Assessment	20 min.	
What Next?	5 min.	
Personal Commitment	10-15 min.	
Evaluation of Workshop	5 min.	

WORKSHOP

INTRODUCTION

INTRODUCTION

Objectives:

1. Learn purposes of the workshop.
2. Assess personal sex bias and sex stereotyping awareness level.
3. Assess current classroom behavior practices.
4. View media presentation to get an overview of indicators of sex bias and sex stereotyping.

Time:

Overview of Workshop	10 min.
Pre-Assessment	20 min.
Current Behavior Practices	10 min.
Description of Self	5 min.
Media Presentation	20 min.

Materials:

- 1 "Sexism Awareness Instrument - Pre-Assessment" for each participant
- 1 "Current Behavior Practices Questionnaire" for each participant
- 1 "Me" list for each participant
- 1 pencil for each participant
- *1 filmstrip "I'm Glad I'm A She! I'm Glad I'm A He!" or 1 copy slide presentation adapted from filmstrip
- 1 filmstrip or slide projector
- 1 screen

*Filmstrip is available for loan from Amanda Smith, Division of Equal Education, State Department of Education, Raleigh, N.C. 27611. Slide presentation adapted from filmstrip is available from the project director.

Instructions:

QQ *Welcome to the workshop entitled "Stamp Out Sexism." The major objectives of this workshop are to help us become aware of evidence of sex bias and sex stereotyping in materials and resources we may use in our classrooms and to help us identify our own biases and stereotypical attitudes and behaviors.*

It is not the purpose of this workshop to force opinions on anyone. Our purpose is to help each of us become more aware of evidence of sex bias and sex stereotyping. Whether or not we need or desire to make changes in our own attitudes and behaviors is a personal matter.

⇒ At this time give instructions or directions which are needed for the workshop you are directing.

"*The first activity you will do is complete a pre-assessment instrument. By completing the instrument you will get some idea of your personal level of awareness. Remove the "Sexism Awareness Instrument - Pre-Assessment" from your packet at this time. Please do not turn the page until we have read the directions and answered questions.*

⇒ Read aloud the directions attached to the instrument. (A copy of the instrument with directions is located on p. 51 of this manual.)

"*You will have 20 minutes to complete the instrument. You may turn the page and begin at this time.*

⇒ At the end of 20 minutes take up the completed instruments.

"*The next activity will help you determine your current classroom behaviors. Remove the "Current Behavior Practices Questionnaire" from your packet. Read each item and mark whether or not you exhibit the behavior in your classroom. No one will see your responses unless you desire to share them. You will have 10 minutes to complete this exercise.*

⇨ Allow 10 minutes for completion of the instrument. (A copy of the instrument is located on p.57 of this manual.)

QQ *Place your completed instrument in the back of your packet. You may want to refer to it later in the workshop.*

There is one more form to complete. Remove the "Me" list from your packet. Take a few minutes to circle 10 of the adjectives listed on the sheet which best describe yourself. When you have finished, place the completed form in the back of your packet. You will refer to this form later in the workshop.

⇨ Allow 5 minutes for completion of the form. Next, you will show the filmstrip or slide presentation. Before the workshop begins, make arrangements for someone to turn out the lights and turn on the projector.

QQ *To get an overview of indicators of sex bias and sex stereotyping, we will view a media presentation entitled "I'm Glad I'm A She! I'm Glad I'm A He!"*

⇨ At the conclusion of the media presentation you should divide the large group into small groups of 25-30 participants for the next five activities.

THE EXCHANGE

Objectives: 1. Meet other members of sub-group.

2. Exchange reactions to media presentation.

Time: 30 minutes

Materials: Small index cards, one for every member of group including facilitator

Instructions:

⇨ Give each participant an index card.

QQ *The purpose of this exercise is to become acquainted with each other and to exchange viewpoints on the slide presentation. Write or draw 3 reactions you have to the media presentation on your index card. Do this quickly. Write down the first thoughts which come to your mind.*

⇨ Wait for the participants to write their reactions.

QQ *Now, find a person whom you do not know. Introduce yourself and compare and discuss your reactions to the media presentation.*

⇨ Bring the group together as a whole.

QQ *Introduce the person you just met to the group and share one idea you discussed with the group.*

A CLOSER LOOK

Objectives:
1. Describe and contrast the way females, males, and healthy well-adjusted adults are perceived.
2. Compare the description of self to the descriptions of males, females, and well-adjusted adults.

Time: 30-45 minutes

Materials:
"Me" List: List of 10 characteristics which participants chose to describe themselves
Worksheets: "Male" (one each for 1/3 participants)
"Female" (one each for 1/3 participants)
"Well-Adjusted Adult" (one each for 1/3 of the participants)
3 laminated poster boards
3 felt-tip markers

Instructions:

Divide the participants into 3 sub-groups by numbering off from 1 to 3. Give each person in one sub-group a "Male" worksheet; give each person in another sub-group a "Female" worksheet; and give each person in the remaining sub-group a "Well-Adjusted Adult" worksheet.

The purpose of this exercise is to focus on the way males and females are viewed by society. Each sub-group has a different set of sheets. Do not let the other sub-groups know the title of your sheet. Generalizing about a particular group is a practice not to be encouraged outside of these small groups today in this workshop. All persons in the sub-groups should complete their sheets as quickly as possible by selecting 10 words which best describe the category listed on the top of the sheet. Do not discuss your selections at this time.

⇨ After participants have completed their sheets, give each sub-group a laminated poster board and a felt-tip marker.

"*All sub-group members should now work together to come to a consensus of 10 words which best describe the category listed on top of their sheets. Write the 10 words on the laminated poster board large enough so they can be seen by the whole group later. Do not put a title or heading on the board. Leave space at the top for one.*

⇨ After each sub-group has a list of 10 words, ask the sub-groups to form one large group. Arrange the poster boards so everyone in the group can see all 3 boards.

"*One of these lists describes a typical male, one describes a typical female, and the other describes a typical well-adjusted adult. See if you can correctly identify the lists.*

⇨ After the lists are correctly identified, have someone from each group label the lists--Male, Female, Well-Adjusted Adult. Also have them check those items on the male and female list which also appear on the well-adjusted adult list.

"*Before we begin the discussion I would like to re-emphasize that the purpose of this exercise is to focus on the way males and females are viewed by society.*

Possible Questions for Discussion:

? a) *Is society's idea of a well-adjusted adult more like its idea of a female or its idea of a male?* (NOTE: The results may show that neither the male nor female is similar to a

well-adjusted adult.)

b) *Do you feel society's ideas about the way males and females are viewed are changing?*

c) *Where do you see the change?*

d) *Who or what is promoting these changes?*

e) *What is preventing change in the traditional views of males and females?*

f) *Do your students view males and females as more traditional or less traditional than in the past?*

NOTES:

⇨ Donald Broverman did a study in which he gave 70 clinical psychologists a similar activity. Broverman found in his study that the subjects' concepts of a male were <u>not</u> significantly different from their concepts of a well-adjusted adult, but their concepts of a female were <u>very</u> different from those which they felt described a well-adjusted adult.

QQ *Now, get out your "Me" list--the one with the 10 words which best describe yourself. You completed it at the beginning of the workshop. Compare your idea about yourself to the sub-groups' ideas of male, female, and well-adjusted adult.* (NOTE: Allow time for this! Then allow, but do not require comments.) *Are there any comments?*

TAKING STOCK

TAKING STOCK

Objectives:
1. Identify and examine personal attitudes related to the roles of men and women.
2. Identify and examine the attitudes of others related to the roles of men and women.

Time: 30-45 minutes

Materials:
Tally chart for group labeled SA A U D SD
8 colored tickets for each participant (one blue, one yellow, one red, one white, one pink, one green, one orange, one tan)
1 pencil for each participant
1 felt tip marker
8 envelopes for collecting tickets. Envelopes should be numbered to match each statement and should have the appropriate ticket attached to it.
1 "Taking Stock" handout for each participant

Instructions:

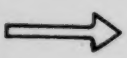
Form your chairs into a circle. Take the colored tickets, the handout labeled "Taking Stock," and the pencil from your packet.

The purpose of this exercise is to help you identify the way you and others in the group feel about some of the role expectations held for females and males.

A total of 8 statements will be read. For each statement you have been given a color-coded ticket marked SA A U D and SD. SA represents Strongly Agree, A represents Agree, U represents Undecided, D represents Disagree, and SD represents Strongly Disagree. After I read each statement, take the appropriate colored ticket and circle the position which indicates the way you feel about the statement. For

example, if you are in strong agreement with a statement, cirle SA. If you agree with the statement, but do not feel strongly about it, circle A. The same directions apply to Strongly Disagree and Disagree. If you are undecided, circle U. These instructions have been placed at the top of your handout if you need them for reference during the exercise.

You will mark all 8 of your tickets before turning them in. After everyone has marked the last ticket, I will pass around envelopes to collect them. Please do not discuss your reactions. The responses of the group will be tallied and then we will discuss them.



Read each statement. Then indicate the color of the appropriate ticket. Allow time for each participant to mark their ticket before reading the next statement.

1. Few males can excel in areas such as child development, foods, family living, and clothing. (blue ticket)
2. Pre-school age girls should be encouraged to play with all kinds of toys including blocks and building equipment; pre-school age boys should be encouraged to play with all kinds of toys including housekeeping equipment and dolls. (yellow ticket)
3. Females need to be more concerned with personal appearance than males need to be. (red ticket)
4. Both males and females should be given vocational opportunities commensurate with their interests and abilities, even if it means non-traditional career choices. (white ticket)
5. Male workers should receive more pay than female workers for identical jobs because they have families to support. (pink ticket)

6. *Both males and females need to be educated so that they will be cognizant of the broader roles of both sexes today. (green ticket)*
7. *Females should attach more importance to their families and their families' needs than to a career. (orange ticket)*
8. *Females should take homemaking courses and males should take industrial arts courses since this will better prepare them for their roles in society. (tan ticket)*

⇨ After reading the statements and allowing time for the participants to respond, pass the envelopes one at a time around the group.

QQ *Now I'm going to pass around the envelopes to collect your tickets. Each envelope has a ticket attached to it. Please put the same colored ticket in the envelope.*

⇨ After all of the tickets have been collected, give 8 members of the group 1 envelope each to tally the responses for the statements. Record the group's results on the tally chart. Point out the items where significant differences among the group exist (many SA's and SD's).

QQ *Before we start our discussion I want to restate the purposes of this activity so that they are fresh on all our minds. You have identified your personal attitude related to the roles of men and women. Now, you are to identify the way the group feels about some of the role expectations held for females and males.*

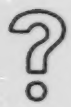
⇨ Ask those who feel strongly about specific items to share some of the reasons for their opinions.

Encourage dialogue between the extreme positions, then move to the middle ground. Be sure a wide range of opinions is heard on controversial items. Provide information related to the item. (See information which follows.) This will serve to diffuse any emotionalism and help to move the discussion along. Emphasize that the discussion is not to settle the position but to create an awareness of different points of view.

If several statements show a spread of opinion, discussion on each statement cannot be too lengthy. Indicate that you know all of the opinions have not been heard, but at least the group has had an opportunity to examine both sides of the issue. Those interested can continue the dialogue during the break.

INFORMATION FOR TAKING STOCK

1. FEW MALES CAN EXCEL IN AREAS SUCH AS CHILD DEVELOPMENT, FOODS, FAMILY LIVING, AND CLOTHING.



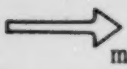
Possible Questions for Discussion:

a) *If we say males cannot excel in the areas, what assumptions are we making?*

b) *Why do we feel that females are nurturant and males are not?*

c) *What socialization processes produce these assumptions?*

NOTES:



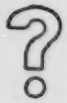
Skills are not inherited; they are learned. As children, males are actively discouraged from play activities involving baby dolls, and except in rare instances of large families with few or no older sisters, they are not usually required to help much in the daily care of younger siblings. Almost nothing in the male's education is oriented in any way to train him for parenting.

Males have not been expected to know how to buy food, cook, or take care of their clothing. It has been assumed that their mothers, girlfriends, and wives will "take care of them." Males are beginning to enter the typical "female" courses in homemaking. Unfortunately, classroom assignments

and teacher expectations may not be the same for both sexes. Males must become participators as well as observers.

2. PRE-SCHOOL AGE GIRLS SHOULD BE ENCOURAGED TO PLAY WITH ALL KINDS OF TOYS INCLUDING BLOCKS AND BUILDING EQUIPMENT; PRE-SCHOOL AGE BOYS SHOULD BE ENCOURAGED TO PLAY WITH ALL KINDS OF TOYS INCLUDING HOUSEKEEPING EQUIPMENT AND DOLLS.

Possible Questions for Discussion:



a) *How would you react to your daughter playing with trucks and model airplanes? How would you react if your son was playing with dolls and baby carriages?*

b) *Why is it considered acceptable for girls to play with "typically" male-oriented toys but not acceptable for boys to play with traditional girls' toys?*

c) *Would you encourage your child to play with toys traditionally associated with the opposite sex?*

NOTES:

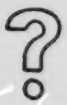
Before entering school, children are exposed to sex-typed models in television, movies, toys and games, and child-rearing practices. Several research studies, using preschool children as their subjects, indicate that boys are aware of what is expected of them and restrict their interests and activities to what is suitably "masculine" in kindergarten, while girls amble gradually in the direction of "feminine" patterns for five more years. When boys learn stereotyped male behavior, there is a 20% better chance that it will stay with them for life than when girls learn stereotyped female behavior (Mussen, 1961 & 1962; Bennett, 1975).

If we, as parents and teachers, continue to perpetuate these sex role stereotypes, children's opinions of boys grow increasingly more positive and their opinions of girls increasingly more negative. Both sexes learn that boys are worth more. This has damaging effects on both sexes. Girls lose their self-esteem, academic potential, and occupational

potential. Boys, on the other hand, lose nurturant and social-emotional qualities, academic potential, and work options (Hartley, 1974).

3. FEMALES NEED TO BE MORE CONCERNED WITH PERSONAL APPEARANCE THAN MALES NEED TO BE.

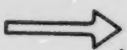
Possible Questions for Discussion:



a) *If we hold different standards of grooming for both sexes, what assumptions are we making?*

b) *Why is it more acceptable for a male to look rumpled and unclean than a female?*

NOTES:



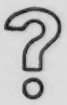
Our society possesses an unwritten dress code for females. A typical view is that women are supposed to look pretty and be feminine. How else will she ever get a husband?

On the other hand, a male who exhibits the "slob" look is just a "good ole boy." People see the neglect of shaving and haircuts as less important for males than similar grooming needs of females. They accept inconvenience as an excuse. If he has torn clothes or a button is missing, it's because a female isn't taking care of him.

Should we expect both sexes to be clean, well groomed, and appropriately dressed at all times?

4. BOTH MALES AND FEMALES SHOULD BE GIVEN VOCATIONAL OPPORTUNITIES COMMENSURATE WITH THEIR INTEREST AND ABILITIES EVEN IF IT MEANS NON-TRADITIONAL CAREER CHOICES.

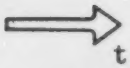
Possible Questions for Discussion:



a) *How would you feel if your son wanted to be a homemaking teacher or a nurse?*

b) *How would you feel if your daughter wanted to be a construction worker or a mechanic?*

NOTES:



By the time they are in the 4th grade, girls' perceptions of occupations open to them are limited to four: teacher, nurse, secretary, or mother. Boys of the same age do not view their occupational potential through such restricting glasses.

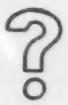
In 1971 Iglitzen conducted a study dealing with sex stereotyping on 290 fifth graders (141 boys, 149 girls). Of particular interest is the fact that many of the girls clearly preferred non-traditional career choices, but they were unwilling or unable to translate them into their own lives. Asking the question, "What would you like to be when you grow up?" permitted the children the freedom to state their wildest wishes. A later question, however, asking them to describe a typical day in their adult life brought them down to earth. The girls described themselves doing traditional women's work around the house.

By the 9th grade, 25% of boys and only 3% of girls are considering careers in science or engineering.

In a survey conducted in 1966 throughout the state of Washington, 67% of boys and 59% of girls stated that they wished to have a career in a professional occupation. However, 57% of the boys and only 32% of the girls stated that they actually expected to be working in such an occupation (Slocum and Boles, 1968).

5. MALE WORKERS SHOULD RECEIVE MORE PAY THAN FEMALE WORKERS FOR IDENTICAL JOBS BECAUSE THEY HAVE FAMILIES TO SUPPORT.

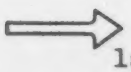
Possible Questions for Discussion:



a) *Why do we assume only males have families to support?*

b) *If you had a female friend who was not receiving equal pay, what would you encourage her to do?*

NOTES:



If the job responsibilities are the same, this is a violation of Title IX.

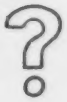
Many women are not working just for "pin money" or extra money. Of the nearly 34 million women in the labor force, nearly one half are working because of pressing economic need. They are either single, widowed, divorced or separated, or have husbands whose incomes are less than $7,000 a year.

Half of all working women are in the 21 lowest paying job categories. These are the dead-end "women's jobs" toward which women are channeled during their high school years. Women comprise 77% of all clerical workers. The average woman worker earns less than 3/5 of what a man does, even when both work full time year round.

Fully employed female high school graduates earn less income on the average than fully employed males who have not completed elementary school.

6. BOTH MALES AND FEMALES NEED TO BE EDUCATED SO THAT THEY WILL BE COGNIZANT OF THE BROADER ROLES OF BOTH SEXES TODAY.

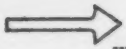
Possible Questions for Discussion:



a) *What are the problems of educating only one sex about the broader roles of both sexes?*

b) *What are some of the objections to educating males and females about the broader roles of both sexes?*

NOTES:



Women are socialized into subordinate, protective roles while men are socialized into dominant, power-wielding roles. Women have difficulty competing with men for power-related positions in management because of this discrepancy.

In our consumer-oriented society, an increasing number of women are working, marrying at a later age, and becoming the head of a household as the result of divorce, death, or desertion. These women must develop a certain amount of independence and assertiveness to succeed.

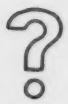
Our sex role stereotypes have left virtually the entire realm of emotional expression and human caring to femininity.

For a man to openly discuss his fears and anxieties may be thought of as a sign of weakness. Today more people seem to believe that showing one's emotions is a human characteristic--not a sign of weakness. Success is not only based on reaching the top but also in spending more time with one's family.

There is evidence of an increasing number of role reversals where the wife works outside the home and the husband remains at home. In some of these cases, the husband is self-employed at home. In other cases, the husband assumes the role of full-time homemaker. In families where both parents work full time, husbands help more with the housework. The models of sex roles presented for the children are less stereotypically presented (Hoffman, 1977).

7. FEMALES SHOULD ATTACH MORE IMPORTANCE TO THEIR FAMILIES AND THEIR FAMILIES' NEEDS THAN TO A CAREER.

Possible Questions for Discussion:



a) *Why is it assumed that the female should be more concerned with the family and the male more concerned with a career?*

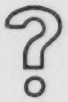
b) *Why shouldn't the family and a career be equally important for both males and females?*

NOTES:

This is a matter of personal preference. Several studies indicate that the full-time homemaker whose children are all in school is generally low in self-esteem and high in psychological symptoms. Increasing numbers of females are blending careers and marriage. Current studies indicate that children with working mothers hold more liberal views of the roles of men and women in society. Daughters of working women have a higher evaluation of female competence and are more independent. Sons of working women see men as warmer and more expressive than those of non-working mothers. In addition, children of working mothers are more likely to approve of maternal employment (Hoffman & Nye, 1974; Baruch, 1972).

8. FEMALES SHOULD TAKE HOMEMAKING COURSES AND MALES SHOULD TAKE INDUSTRIAL ARTS COURSES SINCE THIS WILL BETTER PREPARE THEM FOR THEIR ROLES IN SOCIETY.

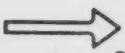
Possible Questions for Discussion:



a) *What does homemaking have to offer males? What does industrial arts have to offer females?*

b) *If the traditional female role is attractive and fulfilling for all females, why is there as much push for change as is evidenced today?*

NOTES:



Sex differences in socialization experiences reflect adult role expectations that females will be mothers and males will be workers. However, because of smaller family size, longer life expectancy, and higher employment rates for women, motherhood has come to occupy less of a woman's adult life, and work has come to occupy more. This new pattern portends a whole new set of changes in sex roles and sex differences. Much of the socialization experience of girls across cultures is geared toward motherhood. If motherhood is no longer the major role of women in society, then the socialization process can be expected to change. If the adult roles of men and women converge, sex-based differences in child-rearing patterns will diminish. As differences in socialization diminish, sex differences in behavior will also eventually diminish (Hoffman, 1977).

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WHAT A DIFFERENCE A WORD MAKES

WHAT A DIFFERENCE A WORD MAKES

Objectives:
1. Identify the ways sex bias and sex stereotyping are projected in textbooks and other educational resources.
2. Identify personal behaviors/practices based on sex bias and sex stereotyping.

Time: 30-45 minutes

Materials:
1 handout, "Is This What You Mean?" for each participant
1 handout, "What Are the Alternatives?" (optional) for each participant
1 pencil for each participant

Instructions:

One of the areas of concern in sex stereotyping involves the use of language. Because of the impact language has on our lives, many groups are encouraging us to be more careful in our choice of words. A recent analysis of 56 major publishers of textbooks in the field of education indicated that 34 of these publishers use guidelines to eliminate sex stereotyping. (Weston & Stein, Educational Research, March 1978, 7(3), 13-14.) The National Council of Teachers of English also has written guidelines. This exercise will help us to identify some terms considered sex stereotyped and to assess their impact upon society.

Each person may have a different reaction to the word and phrase changes on the handout, ranging from strongly agree to strongly disagree. This is as it should be. Anytime there is change, there will be a wide range of reactions. You are not asked to change your word usage, but to be aware of changes which are appearing, and to under-

stand why some people are advocating change. You have to decide for yourself whether you want to go along with these changes or to adhere to your current language patterns.

For this workshop activity you will need the handout, "Is This What You Mean?" Please remove it from your packet.

⇒ Wait for participants to get materials.

QQ *For the worksheet, "Is This What You Mean?", read the examples of sexist language in the left column and suggest possible alternatives which would make the example nonsexist. Jot down the changes in the right column. As a group, we will discuss the impact of the examples of sexist language and the possible alternatives when everyone has finished each section.*

⇒ (Note to Facilitator: Your copy of "Is This What You Mean?" contains comments about the problems and solutions for each section. You may use this information in the discussion.)

Allow time for participants to finish. Then discuss each item. Be prepared for varying reactions to the exercise, ranging from agreement to indifference to disagreement. People who tend to be traditionalists will say that the attempt to change the language is being picky, and the terminology used yesterday is satisfactory for today also. Even the traditionalists, however, may take issue with some of the terms seen as being very demeaning.

Many people may comment about how awkward it is to adjust to using "chairperson" in place of "chairman." Indicating you also find it difficult can be reassuring.

IS THIS WHAT YOU MEAN?

Sexist Examples	Possible Alternatives
EXAMPLE: *The average American drinks his coffee black.*	*The average American drinks black coffee.*

Comments - Example

Even though the masculine generic is accepted as correct grammatical usage, it sometimes represents only males and sometimes represents both males and females. This usage may confuse the reader and/or assume that the reader pictures both males and females when reading masculine pronouns. This confusion and false assumption can be avoided by rewording the sentence so that no gender is assigned. After all, is the average American a male?

I. Comprehensive Terminology

(1)	*A man's taxes depend on...*	*A person's taxes depend on...*
(2)	*The average citizen is proud of his heritage.*	*Citizens are proud of their heritage.*

Comments - Comprehensive Terminology

Problems:

(1) *Using man (without a definite article) and men to represent human beings/adults in general is ambiguous. Both of these words are also used in reference to males (men) only, and it*

becomes a matter of guessing whether the author means males and females, or males only.

(2) One cannot assume the reader will form a mental image which includes females; therefore, the use of masculine terms can lead to distorted concepts.

What does research say?

(1) A paper was presented at the American Sociological Association Annual Meeting in 1972. Its title: "Sex Role Imagery and Use of the Generic 'Man' in Introductory Texts: A Case in the Sociology of Sociology." (American Sociologist, 8:8, p. 12-18.)

Joseph Schneider and Sally Hacker wanted to study the effect on students of the word "man." They recruited students from several college campuses to help in collecting photographs, cartoons, and other popular culture illustrations appropriate for a proposed introductory text in sociology. Half of the students were given chapter titles containing "man"; the other half were given chapter titles that used the word "people" to express the same concept. The students with the "man" titles brought in a significantly larger number of all-male or mostly male pictures than did the students with the "people" titles.

(2) A recent study at The University of Texas at Austin by Jaylie Beckenhauer investigated the responsiveness of students to alternative pronominal forms. Students were given an article about consumerism to read and were asked to write a brief response to a question concerning consumer dissatisfaction.

The students were not informed that the study in any way related to pronouns or language. The articles were identical except for the pronoun conditions used throughout. One used "she," another used "s/he," a third used "they," and the fourth used "he." The papers were evaluated for the consistency of the pronouns used in the response with that of the pronoun condition in the article read. The results indicated that students employed in their writing the same pronoun forms which they encountered in the article.

Solution:

QQ

It is preferable to replace masculine terms with neutral or inclusive words, such as "men and women," "individuals," "people," etc.

II. Nobody Knows Her Name

QQ

(1)	The farmer's wife	Mary Smith, who lived on a farm or Mary Smith, farmer or Mary Smith, married to a farmer
(2)	Mrs. Sam Spade	Sarah Spade
(3)	George Ferris married the daughter of a wealthy Boston banker, Edward Howell.	Alice Howell of Boston, heir to a banking fortune, married George Ferris, a lawyer from New York.

Comments: Nobody Knows Her Name

Problems:

(1) *Possessive forms of a reference imply that females have no self-identity and are of no particular interest or importance.*

(2) *This usage also assumes marital status is <u>the</u> critical fact of life for a woman.*

(3) *The use of the terms on the left reflect a time in our past when women were the possessions of their fathers and then of their husbands, who could beat them, sell them, or otherwise dispose of them in an arbitrary fashion.*

Solution:

Females should be referred to by their own complete names and occupations whenever possible. Miss and Mrs. should not be used if Mr. would not be used in a similar reference, such as Mrs. Smith went to the party.

III. Mother's Baby but Father's Heir

(1) *Mothers could leave their young children at the day care center.*	*Parents could leave their young children at the day care center.*
(2) *John Jones, his wife, and his son...*	*John and Susan Jones and their son...*

Comments: Mother's Baby but Father's Heir

Problems:

QQ *Women have traditionally been expected to assume the full burden of child care. Texts tend to describe young children who still need care as the mother's. However, male offspring are seen as heirs and female offspring of marriageable age as the father's.*

Solution:

QQ *Recognize, whenever possible, the relationship of both parents to their children.*

IV. Sex-Linked Occupational Terminology

QQ

Mailman	*Mail carrier*
Statesman	*Successful politician, legislator*
Salesman	*Salesperson*
Policeman	*Police Officer*

Comments: Sex-Linked Occupational Terminology

Problems:

QQ *Terms ending in "man" suggest that certain fields of endeavor are closed to women and give young people false impressions about future vocational prospects. They also tend to perpetuate discriminatory practices that do exist.*

Solution:

QQ

The ending "man" is increasingly being replaced by "-person" to form words like "chairperson," a neutral word. If using terms like chairperson seem awkward or offensive, the new terminology can be avoided by rewording sentences. For example, "The chairperson called the meeting to order" can be reworded to say "The person in charge of the meeting called for order."

V. Patronizing Terms

QQ

(1) *Demeaning and Euphemisms*

broad	*woman*
the weaker sex	*females or women*
the little woman	*woman or wife*
stud	*man*

(2) *Special word forms or modifiers*

authoress	*author*
actress	*actor*
stewardess/steward	*flight attendant*
governess/governor	*governor*
coed	*student*

(3) *Modifiers*

lady lawyer	*lawyer*
male nurse	*nurse*
woman driver	*driver*

(4) *New words only for women*

Helen Lopez will be the chairperson for the administration, and Michael Johnson will be the chairman for the teachers' association.	*Helen Lopez will be the chairperson for the administration, and Michael Johnson will be the chairperson for the teachers' association.*

(5) *Irrelevant information*

The authors acknowledge the assistance of Mrs. Nelson...	*The authors acknowledge the assistance of Jane Nelson...*

Comments: Patronizing Terms

Problems:

QQ

(1) *Use of patronizing or girl-watching tones, sexual inuendos, jokes and puns treats women as sex objects rather than persons. Portraying the typical woman as weak, helpless, or hysterical is perpetuating false stereotypes at women's expense. Portraying the typical man as strong, independent, and insensitive is also unfair. Demeaning terms are not as common for males as for females.*

(2) *The use of words ending in feminine suffixes, such as authoress, imply females are a special and unequal form of the correct neutral expression. It excludes females from the legitimate circle of authors and denies them full status as authors. Often special word forms were developed when females entered previously all-male fields. Although the original word is*

neutral, the addition of new word forms creates a masculine and a feminine word. Through association and use, societal and economic differences become part of the meaning of these words, and a remarkable semantic gap occurs. Usually the changed meaning is only for the feminine form, most often toward a lower value. Even though governor and governess originally meant "one who governs," we now associate a man as governor, who exercises authority over people and a state, while a woman as governess belongs in the world of children and the home, or as the wife of the governor.

(3) Use of gender modifiers like lady imply that females are part of the exception rather than the rule. Sex can be identified through choice of pronouns, as in: "The lawyer sat her briefcase on the table." When gender modification is necessary, use female or woman rather than lady. The same applies for males.

(4) New words like chairperson, introduced into the language to prevent the omission of women are often used to refer only to women. Thus, the human race is divided into men and persons, and women are still omitted. Similarly, Ms. was introduced to replace both Miss and Mrs. but is often substituted only for Miss. Thus we still have two divisions.

(5) Characteristics such as marital status, physical appearance, age, race, and the like are irrelevant demographic information and should be omitted when not specifically needed.

Solution:

QQ *Avoid focusing on physical appearance or treating women as sex objects or points of scorn and figures of fun. Avoid special female-gender or diminutive word forms and gender modifiers.*

Avoid using "person" forms of words in referring only to women and not both sexes.

VI. Lack of Parallelism and/or Equal Respect

QQ

(1)	*Man and wife*	*Husband and wife or man and woman*
(2)	*Ambitious men and agressive women*	*Ambitious women and men* or *Ambitious people*
(3)	*Henry Harris is a shrewd lawyer and his wife Ann is a striking brunette.*	*The Harris' are an attractive couple* or *Henry is a handsome blond and Ann is a striking brunette.*

Comments: Lack of Parallelism and/or Equal Respect

Problem:

QQ

(1) *When men are referred to as men rather than husbands, and in the same context women are referred to as wives rather than women, the text is treating men as persons, not husbands, and women as wives, not persons.*

(2) *Through association some adjectives connote bias depending on whether the person described is a man or a woman. Common usage*

may not always convey exact meaning when paired in sex-biased ways.

(3) Describing women by physical attributes when men are described by mental attributes or professional position is depriving women of the equal respect, dignity, and seriousness given to men.

Solutions:

The language used to designate and describe females and males should treat the sexes equally. If the term or description would be inappropriate when applied to the other sex, delete it for both. References to a man's or a woman's appearance, charm, or intuition should be avoided when irrelevant.

VII. Stereotyping

(1)	housewife	homemaker
(2)	the consumer or shopper...she	consumers or shoppers...they
	the teacher...she	teachers...they
	the principal...he	the principal...he or she
(3)	the boys chose typical male toys	the boys chose (specify)
(4)	mothering	nurturing; parenting

Comments: Stereotyping

Problems:

(1) *The term "housewife" suggests domestic responsibilities are the exclusive domain of females. It conveys the idea to female students that they were born to keep house and teaches male students that they are automatically entitled to laundry, cooking, and housecleaning services from women in their families. These ideas are inconsistent with the ideal of equal education and vocational opportunities.*

(2) *When different pronouns are linked with certain work the assumption is that the worker is always (or usually) one sex.*

(3) *Characterizations or activities that stress application to one sex or the other perpetuate stereotyping on the basis of sex rather than freedom of choice on the basis of individuality.*

(4) *Labeling confusion is demonstrated by applying stereotypical terms to technical matters, such as "mothering" instead of "nurturing."*

Solutions:

Avoid linking sex to certain activities and attitudes. Use specific nouns to reduce the possibility of stereotypical bias and to clarify discussion. Pluralize pronouns or use "he or she" or "she/he" when referring to neutral activities and/or work.

In summary, authors and publishers need to provide a just portrayal of the sexes in textbooks. They must include material which accurately represents the roles of both men and women in society. In addition, they must use language which permits readers to see women as whole human beings.

Teachers are responsible for pointing out evidence of sexism to their students when it occurs in textbooks and other resources. They must also become aware of sexism in their own speech.

⇨ (OPTION: If there is time and interest after discussing the examples and the possible alternatives, have participants edit the handout, "What Are the Alternatives?", as a group.)

QQ *(OPTION: Please remove the handout, "What Are the Alternatives?", from your packet. These are sexist quotations from textbooks and resources which you are asked to edit to make nonsexist. If you will verbally suggest substitute words, phrases, and sentences, we will do this exercise as a group. You can write in alternatives on your copy as we work together.)*

⇨ If there is neither time nor interest, suggest participants work on this exercise at home as a review.

QQ *In your packet is a worksheet, "What Are the Alternatives?". You may want to work on this individually later as a review of the workshop activity. It will give you practice editing sexist quotations in textbooks.*

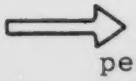
BUILDING OUR IMAGE

Objectives:
1. Identify classroom behaviors/practices that perpetuate sex bias and sex stereotyping.
2. Identify classroom behaviors/practices that minimize or eliminate sex bias and sex stereotyping.

Time: 45 minutes - 1 hour

Materials:
3 laminated poster boards (1 for each sub-group)
3 felt-tip markers
15 copies "Building Our Image" handout (8 concepts listed on p. 44)

Instructions:



Divide the participants into 3 sub-groups of 8-12 persons. Give each group a poster board, felt-tip marker, and 5 copies of the handout, "Building Our Image."

QQ *Take the handout labeled "Building Our Image." The purpose of this activity is to summarize the workshop. We are to identify some ways the classroom teacher can overcome behaviors/practices that perpetuate sex stereotyping. On the handout, "Building Our Image," is a list of some of the areas where teachers can work toward eliminating sexism. The group can select one or more of the general areas given, or any other area not listed, and work together to make a list of specific ways the classroom teacher can overcome/counteract*

practices that perpetuate sex bias and sex stereotyping. For example, in the area of career options, a group may list: "provide opportunities for males and females to investigate non-traditional careers." Each group has been given a poster board to record its examples. Words need to be large enough to be seen by everybody. When the small groups are finished, the examples will be shared with the large group.

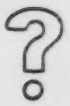
Allow 20 minutes for this part of the activity

BUILDING OUR IMAGE

1. Discipline
2. Work standards
3. Curriculum activities
4. Career options
5. Educational resources
6. Language
7. Attitudes
8. Classroom practices

Have the 3 sub-groups turn their chairs to form a large group. Line up the 3 poster boards so everyone can see them. Have someone from each group read the examples. Discuss alternatives to the behaviors/practices which will minimize or eliminate sex stereotyping.

Possible Questions for Discussion:



a) What suggestions for minimizing sex stereotyping do you have

for the areas listed which we have not covered?

b) Which of the suggestions would be the easiest to implement? The most difficult?

CONCLUSION

Objectives:
1. Re-assess personal sex bias and sex stereotyping awareness level.
2. Make a voluntary commitment to change classroom practices which are sexist.
3. Evaluate workshop.

Time:		
	Post-Assessment	20 min.
	What Next?	5 min.
	Personal Commitment	10-15 min.
	Evaluation of Workshop	5 min.

Materials:
- 1 "Sexism Awareness Instrument - Post-Assessment" for each participant
- 1 pencil for each participant
- *Slide presentation "What Next?"
- 1 slide projector
- 1 screen
- 1 "Personal Commitment Sheet" for each participant
- 1 "What Do You Think?" evaluation form for each participant

*Slide presentation is available from project director.

Instructions:

⇒ Ask all participants to return to one large group.

QQ *At this time you will re-assess your personal level of awareness by completing a post-assessment. Remove the "Sexism Awareness Instrument - Post-Assessment" from your packet. Please do not turn the page until we have read the directions and answered questions.*

⇒ Read aloud the directions attached to the instrument. (A copy of the directions is located on p. 72 of this manual. The post-assessment is the same instrument as the pre-assessment.)

You will have 20 minutes to complete the instrument. You may turn the page and begin at this time.

At the end of 20 minutes you may discuss points on the instrument, or you may suggest that the participants privately reflect on any changes they perceived in their personal awareness level.

Possible Questions for Discussion:

a) *Did you notice any changes in your awareness level from the pre- to the post-assessment?*

b) *What were some of the points you noticed in the post-assessment that you did not notice in the pre-assessment?*

As a conclusion to the workshop we will view a slide presentation. The purpose of the presentation is to help us answer the question posed by the title. "What Next?" is that question.

Show slide story. Read the script which follows as slides are shown. Change slides at point in script where the descriptions of slides are enclosed in parentheses.

Script for "What Next?" slides:

It is evident that if we do everything as suggested in this workshop, we will be busy as bees (picture of bees).

Some of us may want to take the ideas presented here today and run with them as swiftly as the gazelle (picture of gazelle). If we do, we may have to develop skins as thick as the armadillo (picture of armadillo) for we will undoubtedly cause conflict with other people. We, however, may want to stick our necks out (picture of giraffe) anyway be-

cause we believe the end result, the elimination of sexism, will be worth the risk.

Others of us may decide to proceed at a slower (picture of snail), more cautious pace. This approach may also be criticized, but we must remember that the tortoise (picture of tortoise), though slow, won the race with the hare. Despite the old saying, the early and more aggressive bird (picture of bird) does not always get the worm.

Eliminating sexism may not always be smooth sailing (picture of bird in flight). We may have to learn to adapt, as the chameleon (picture of chameleon) does, to different situations.

Whatever we decide to do, or not do, is okay. We do not have to think alike or behave alike. We can be as different as the elephant (picture of elephant) and the prairie dog (picture of prairie dog). There is room for all of us in this world.

⇨ At the conclusion of the slide story, ask the participants to take the "Personal Commitment Sheets" from their packets.

00 *Remove the "Personal Commitment Sheets" from your packet. If you do want to do something about sexism, we are asking you to make a personal commitment. This is entirely voluntary. You do not have to make a commitment unless you desire to do so. You may not need to make any changes.*

⇨ Allow 10-15 minutes for the participants to complete the sheets.

00 Take your "Personal Commitment Sheet" with you. Refer to it in a couple of weeks to see if you have been successful in making the changes you outlined.

The last activity is an evaluation of this workshop. Remove the "What Do You Think?" form from your packet. Please take a few minutes to complete the form. Your comments and suggestions will be appreciated for they will help us improve the workshop. Turn in your evaluation as you leave.

HANDOUTS

SEXISM AWARENESS INSTRUMENT

PRE-ASSESSMENT

The Place: Any school, anywhere, USA

The Time: Monday, 8:00 a.m.

Your Assignment: ITEMIZE EVIDENCE OF SEXISM

You are a sexism detective with the assigned task of detecting sex bias and sex stereotyping in vocational education. This is your first job and you want to do it well. You have cleverly disguised yourself as a potted palm in order to observe Jane Jones' Homemaking I class. Read the following narrative. Underline each evidence of sexism, number it, and put a corresponding number in the right margin. Beside the number in the margin, briefly tell why the item is considered to be sexist.

It is to your benefit to list many small items rather than lumping several into one global description because your promotion depends upon minute details. Since this is real life, there are no instant replays. You must be alert to catch sexism the first time you notice it because you cannot go back. To help your keen detective mind, jot down in the right margin each evidence of sexism as you see it so you will be sure to mention everything to your boss, the district attorney. If you do a thorough job you may get put on the regular staff. Are you ready? Quick, behind the palm!

Jane Jones is hurrying to get ready for her first class. It is a Homemaking I class composed of both girls and boys. They are beginning a unit on foods and nutrition today. Jane is putting the finishing touches to the new bulletin board. One side is the result of concerns she has for overweight girls. To catch their attention, she has a drawing of a girl squeezing her waist with a tape measure and the caption, "Get into Shape for that Special Guy." The other side of the board has pictures of boys who are participating in athletics. The caption says, "Get into Shape for a Healthier Life." As Jane checks over the bulletin board, she thinks about how hard she has worked to get both boys and girls into homemaking. She believes that homemaking is important for boys because they can use the skills and knowledge when they are single or when their wives are out of town.

As Jane finishes, the students who occasionally type for her come in for some work. She gives them drafts of letters to the American Red Cross and the March of Dimes asking for free materials. She reminds the students to center the date, put a colon after the Dear Sir, and indent each paragraph five spaces.

The bell rings for first period to begin. As the students begin to file into the room, Jane sees

Steve and Trisha come in holding hands. They are planning to get married as soon as school is out. They will make a fine man and wife. Steve has been hesitant in deciding upon what he wanted to be in life. But the following paragraph from Olson's text they had studied in industrial arts class last quarter convinced him: "We don't believe nowadays that a person is born into a job, that his occupation is determined at or by his birth. We don't believe, either, that he must necessarily follow in his father's footsteps. We know that a person can succeed in several different occupations." Steve has decided not to be a teacher like his dad, but to be a carpenter.

Trisha also had inner conflict about what she wanted to do in life. Her ambition had always been to be a wife and mother. The following idea from their textbook helped Steve to convince Trisha to work so that he could get a firm hold on his career: "Today many women combine marriage with work outside the home. The need for extra income sends women into the labor force. Nevertheless, it remains true, and probably always will, that the aim of most girls is to successfully assume their roles as wives and mothers." So, Trisha agreed to work until she got pregnant, and then she would become a full-time mother.

Steve and Trisha separate as Trisha finds her assigned seat at the back of the room. Steve comes to the front table to sit with the other boys. Jane smiles to herself. She is so glad that she put all the boys at the front of the room because boys are much louder and less likely to pay attention than girls. She has had to watch them more closely.

The tardy bell rings. After checking the roll, Jane makes a few announcements. She tells the girls that the neighborhood nursery school needs a child care worker after school. Also, she mentions to the boys that the grocery store where she buys groceries for the school needs a bag boy.

Next, she asks for names of businessmen and/or their wives who might serve on the homemaking advisory committee. The class mentions Mr. Sam Smith, a local groceryman; Ms. Nancy Lord, a lady lawyer; and Mrs. Charles Williams, an attractive mother of one of the students.

This week the students will sign up for classes for next quarter. Jane encourages all of the students to continue with homemaking. She explains to the boys that they will not have to make a garment in the clothing unit unless they want to do so. They can study about retailing because some of them may want to own a clothing store one day.

With the announcements over, Jane begins the

lesson. She shows a transparency picturing a fish on a spear cooking in a fire and a fish in a frying pan as an introduction to the foods and nutrition unit. The caption reads, "Out of the fire into the frying pan," and Jane explains that early man cooked his food on the open fire. Through the improvements in knowledge and technology, many advancements have been made. Today a variety of methods are available from which to choose. This has led to development of the food service industry. Sanitation is an important aspect of this industry. Jane has selected this topic as the first unit of study. She shows her class a filmstrip to teach them the correct procedure for stacking and washing dishes. Then, for practice on sanitation, the students go to their kitchen units to wash dishes.

Jane notices her newly arrived edition of Forecast and takes a few minutes to flip through it. Her attention is attracted by an advertisement which describes an updated resource entitled What Everyone Should Know About Men's Fashions. "This knowledge and awareness are valuable for both the girls and the boys in your classroom. Most of the girls will soon be married and faced with the responsibility of advising, as well as buying and caring for their husband's clothing. Here's solid

professional advice on choosing and caring for a man's fashion wardrobe." This will be perfect for the clothing unit Jane will be teaching next quarter.

As she is clipping the ad, several loud pops draw her attention to the back kitchen. She looks up to see Meg and Mike engaged in a swatting context with their dishtowels. Jane hurries to the rescue telling Mike to stop. She is afraid he might hurt Meg. She goes on to tell Mike that if he can't behave, he'll have to leave the class because he distracts others who are interested in being good students.

Just before the bell rings, Jane makes one final announcement. She reminds the students of the FHA fund-raising project set for Friday. She asks the girls for volunteers to bake cookies and reminds the boys that she will need three volunteers to set up the booths. Students have really been active in FHA this year. A couple of boys are even running for office for next year.

As the dismissal bell rings, Jane gives a contented sigh. She is so glad she chose teaching homemaking as her profession. It is such a challenge to mold young students into worthwhile family members. She does decide, however, that she's been working too hard when she notices the potted palm moving out the door and down the hall.

CURRENT BEHAVIOR PRACTICES QUESTIONNAIRE

ALWAYS	OFTEN	RARELY	NEVER	
				1. When you talk about careers with your students, do you tend to give traditional examples such as interior designer for females and architect for males?
				2. Would you make the following statement: "We need to send invitations for the club dinner to the local businessmen and their wives?"
				3. Do you expose your students to the idea that when both marriage partners are wage earners, they should share equally in home and family responsibilities?
				4. If your class was composed of both males and females and they were involved in a classroom activity in small groups around the room, would you ask the males to move the chairs back to their original positions and the females to collect and staple the papers?
				5. If a female came to you to discuss career possibilities in education, would you encourage her to consider administration as one of her options?
				6. If you were writing a letter to a business inquiring about resources for your class and you did not know to whom you should address the letter, would you write "Dear Sirs"?
				7. Do you encourage females to be more concerned with their appearance than males?
				8. If your class was composed of males and females and you needed books from the bookroom, would you ask for male volunteers?

Directions: Read each question. Check your response--ALWAYS; OFTEN; RARELY; or NEVER--in the appropriate column, indicating how often you engage in the practice.

ALWAYS	OFTEN	RARELY	NEVER	
				9. Would you be equally concerned about a female senior student in your class who was unsure about her career choice as you would a male senior student who was unsure?
				10. If a student made the following statement, would you ask the student to examine it? "For the Parents Appreciation Night mothers could leave their younger children with a group of students in one of the classrooms set up as a nursery."
				11. If a wad of paper flew across the classroom, would you assume that a male student threw it?
				12. If your FHA/HERO group was composed of both males and females, would you make the following suggestion for fund-raising activities: "The females can have a bake sale and the males can mow lawns."
				13. If a male student wanted information about careers in medicine, would you include nursing as one of his options?
				14. When talking to a female about using loud language, would you say, "Ladies don't talk that way."?
				15. If one of your classes was 3/4 male and another class was 1/4 male, would you expect the class with more males to be the louder of the two?
				16. If your class was composed of males and females and you were assigning duties for a classroom clean-up and organizational day, would you select a male to develop and put up a bulletin board?
				17. Would you justify males taking clothing courses by saying they would need these skills before they married or when their wives were not home?
				18. Asked your opinion about the hiring of a man or a woman for the assistant principal opening, would you reply, "I think they should hire the most qualified person regardless of his sex."

ALWAYS	OFTEN	RARELY	NEVER

19. If in a clothing class there were both males and females, would you expect the females to initially be able to sew better than the males?

20. If your class was composed of males and females and the film projector was not working when you were trying to show a film to your class, would you ask one of the males to see if he could fix it?

ME

Circle 10 of the following adjectives which best describe yourself.

Sensitive to the needs of others
Shy
Sympathetic
Makes decisions easily
Has leadership qualities
Helpful
Secretive
Competititve
Yielding
Conceited
Flatterable
Unsystematic
Acts as a leader
Inefficient
Does not use harsh language
Ambitious
Cheerful
Conventional
Sincere
Analytical

Likable
Theatrical
Unpredictable
Loyal
Friendly
Assertive
Reliable
Willing to take risks
Happy
Willing to take a stand
Tender
Conscientious
Defends own beliefs
Affectionate
Aggressive
Eager to soothe hurt feelings
Tactful
Self-sufficient
Loves children

Independent
Strong personality
Moody
Solemn
Soft-spoken
Jealous
Compassionate
Warm
Individualistic
Athletic
Self-reliant
Forceful
Childlike
Adaptable
Gullible
Gentle
[illegible]nant
Understanding
Truthful

MALE

Circle 10 of the following adjectives which best describe the category listed at the top of this sheet.

Sensitive to the needs of other
Shy
Sympathetic
Makes decisions easily
Has leadership qualities
Helpful
Secretive
Competitive
Yielding
Conceited
Flatterable
Unsystematic
Acts as a leader
Inefficient
Does not use harsh language
Ambitious
Cheerful
Conventional
Sincere
Analytical

Likable
Theatrical
Unpredictable
Loyal
Friendly
Assertive
Reliable
Willing to take risks
Happy
Willing to take a stand
Tender
Conscientious
Defends own beliefs
Affectionate
Aggressive
Eager to soothe hurt feelings
Tactful
Self-sufficient
Loves children

Independent
Strong personality
Moody
Solemn
Soft-spoken
Jealous
Compassionate
Warm
Individualistic
Athletic
Self-reliant
Forceful
Childlike
Adaptable
Gullible
Gentle
Dominant
Understanding
Truthful

FEMALE

Circle 10 of the following adjectives which best describe the category listed at the top of this sheet.

Sensitive to the needs of others
Shy
Sympathetic
Makes decisions easily
Has leadership qualities
Helpful
Secretive
Competitive
Yielding
Conceited
Flatterable
Unsystematic
Acts as a leader
Inefficient
Does not use harsh language
Ambitious
Cheerful
Conventional
Sincere
Analytical

Likable
Theatrical
Unpredictable
Loyal
Friendly
Assertive
Reliable
Willing to take risks
Happy
Willing to take a stand
Tender
Conscientious
Defends own beliefs
Affectionate
Aggressive
Eager to soothe hurt feelings
Tactful
Self-sufficient
Loves children

Independent
Strong personality
Moody
Solemn
Soft-spoken
Jealous
Compassionate
Warm
Individualistic
Athletic
Self-reliant
Forceful
Childlike
Adaptable
Gullible
Gentle
Dominant
Understanding
Truthful

WELL-ADJUSTED ADULT

Circle 10 of the following adjectives which best describe the category listed at the top of this sheet.

Sensitive to the needs of others
Shy
Sympathetic
Makes decisions easily
Has leadership qualities
Helpful
Secretive
Competitive
Yielding
Conceited
Flatterable
Unsystematic
Acts as a leader
Inefficient
Does not use harsh language
Ambitious
Cheerful
Conventional
Sincere
Analytical

Likable
Theatrical
Unpredictable
Loyal
Friendly
Assertive
Reliable
Willing to take risks
Happy
Willing to take a stand
Tender
Conscientious
Defends own beliefs
Affectionate
Aggressive
Eager to soothe hurt feelings
Tactful
Self-sufficient
Loves children

Independent
Strong personality
Moody
Solemn
Soft-spoken
Jealous
Compassionate
Warm
Individualistic
Athletic
Self-reliant
Forceful
Childlike
Adaptable
Gullible
Gentle
Dominant
Understanding
Truthful

TAKING STOCK

The facilitator will read a total of 8 statements. For each statement you have been given a color-coded ticket marked SA A U D SD. The abbreviations represent Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. After each statement is read, take the appropriate ticket and circle the position which indicates how much you agree/disagree with the statement. The color for each ticket is designated after the statement. After everyone has made their responses, envelopes will be passed around the group to collect the tickets.

Please do not discuss your reaction. After the responses are tallied, there will be time for discussion.

1. Few males can excel in areas such as child development, foods, family living, and clothing. (blue ticket)

2. Pre-school age girls should be encouraged to play with all kinds of toys including blocks and building equipment; pre-school age boys should be encouraged to play with all kinds of toys including housekeeping equipment and dolls. (yellow ticket)

3. Females need to be more concerned with personal appearance than males need to be. (red ticket)

4. Both males and females should be given vocational opportunities commensurate with their interest and abilities, even if it means non-traditional career choices. (white ticket)

5. Male workers should receive more pay than female workers for identical jobs because they have families to support. (pink ticket)

6. Both males and females need to be educated so that they will be cognizant of the broader roles of both sexes today. (green ticket)

7. Females should attach more importance to their families and their families' needs than to a career. (orange ticket)

8. Females should take homemaking courses and males should take industrial arts courses since this will better prepare them for their roles in society. (tan ticket)

IS THIS WHAT YOU MEAN?

Instructions:

For each statement create at least one alternative which is non-sexist. Write the new statement under "Possible Alternatives."

	Sexist Examples	Possible Alternatives
Example:	The average American drinks his coffee black.	The average American drinks black coffee.

I. Comprehensive Terminology

(1) A man's taxes depend on...

(2) The average citizen is proud of his heritage.

II. Nobody Knows Her Name

(1) The farmer's wife

(2) Mrs. Sam Spade

(3) George Ferris married the daughter of a wealthy Boston banker, Edward Howell.

III. Mother's Baby but Father's Heir

(1) Mothers could leave their young children at the day care center.

(2) John Jones, his wife, and his son...

IV. Sex-Linked Occupational Terminology

Mailman

Statesman

Salesman

Policeman

V. Patronizing Terms

(1) Demeaning and Euphemisms

broad

the weaker sex

the little woman

stud

(2) Special word forms or modifiers

authoress

actress

stewardess/steward

governess/governor

coed

(3) Modifiers

lady lawyer

male nurse

woman driver

(4) New words only for women

Helen Lopez will be the chairperson for the administration, and Michael Johnson will be the chairman for the teachers' association.

(5) Irrelevant information

The authors acknowledge the assistance of Mrs. Nelson...

VI. Lack of Parallelism and/or Equal Respect

(1) Man and wife

(2) Ambitious men and aggressive women

(3) Henry Harris is a shrewd lawyer and his wife Ann is a striking brunette.

VII. Stereotyping

(1) housewife

(2) the consumer or shopper

...she

the teacher...she

the principal...he

(3) the boys chose typical

male toys

(4) mothering

WHAT ARE THE ALTERNATIVES?

Instructions:

The following are sexist quotations from vocational education textbooks and resources. As a group, edit them by verbally suggesting substitute words, phrases, and sentences to make the quotations nonsexist. You may want to write down the substitutions on your handout as the group suggests alternatives. (Alternative Instructions: This exercise may be completed by individuals as a review.)

1. Caption under picture: "This lady technician is checking to see that rayon is properly wound onto cones for shipment." Groneman, p. 216.

2. "As long as man has maintained a home life, he has established certain traditions and customs which have helped to bind his family together and give it special meaning." Barclay, p. 27.

3. "The major responsibility of the dishwasher in Art Turner's restaurant is to keep an adequate supply of clean, sanitary dishes, glassware and silver ready for the kitchen and dining room. If he is slow getting started, or if he stops to visit with a friend, what happens? The chef runs out of dinner plates, the salad girl needs more salad plates, and the waitresses want silver. The customers have to wait for service and become dissatisfied." Cornelius, p. 53.

4. "Often two persons will want to use the same bank checking account or savings account. Such an account, which is called a joint or survivorship account, is usually opened by a man and his wife. Each must fill out a signature card, and either person has authority to withdraw funds during the life of both parties." Warmke, p. 142.

5. "Dr. and Mrs. Graydon L. Freeman, psychologists at Northwestern University, made a study of sleep habits and their effects upon mental and physical functions." Craig, p. 122.

6. "Are You a Living Doll?" features a neat and prim paper doll with a peasant girl look. Her hair is of yellow yarn, her dress and apron of brightly colored construction paper. The title curves above her head, and arranged around her are grooming suggestions such as attractive hair style, washed, brushed, and set: clean nails, cut neatly; clean, polished shoes. A line or piece of yarn connects each suggestion and the part of the body or costume to which it refers." Forecast.

7. "About a third of the average family income goes into food, and the average homemaker spends about a third of her worktime providing meals." Craig, p. 78.

SEXISM AWaRENESS INSTRUMENT

POST-ASSESSMENT

You did such a fine job as sexism detective that you have been promoted to assistant district attorney. Your new assignment is to convince the judge that Jane Jones is guilty of perpetuating sex bias and sex stereotyping. You breathe a sigh of relief as the D.A. informs you that the potted palm was wired with a mini-camera and the whole incident has been videotaped. But--the tape self-destructs as it plays. You must be quick to point out the evidence of sexism the first time through.

Again, you need to underline each evidence of sexism, number it, and put a corresponding number in the right margin. Beside the number in the margin briefly tell why the item is considered to be sexist. Be alert! Courtroom talk has it that the judge is particularly hard to convince and that many minor offenses are more convincing than one major offense. Be sure to note each specific evidence as it occurs. Who knows, you may be the new D.A.!

PERSONAL COMMITMENT SHEET

I LOOK FORWARD TO TRYING THESE THINGS AS A STEP TOWARD ELIMINATING SEXISM:

→ I SHALL START THE FIRST WEEK WITH:

WHAT DO YOU THINK?

Please rate and comment on the following items:

Length of Workshop	Too short		About Right		Too long
	1	2	3	4	5
Content of Workshop	Liked very much		OK		Disliked
	1	2	3	4	5

What did you like most about this workshop?

What did you like least about this workshop?

Additional Comments and Suggestions: